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ABSTRACT

Family Studies I represents the first part of a consumer and homemaking program focusing on individual and family development, parenting, and the daily tasks of living in a family setting. The course is designed to help students study the family as it exists in day-to-day living and to aid them in understanding themselves in relation to their present and future family life. The first section of this publication presents the course description, objectives and goals, the content analysis, and a suggested time sequence. The content analysis focuses on the following broad concepts: self-understanding, values, decision making and problem solving, life styles, families, developmental tasks of adolescence and early adulthood, dating and mate selection, marriage, parenting, marriage dissolution, family life cycle (middle years and later maturity), and career opportunities. The remainder, and majority, of the materials are devoted to course objectives, selected supporting objectives, and content generalizations. The objectives are keyed as to emphasis: human potential, consumer, career education, and/or cultural awareness. The first objective, for instance, is to identify one's own developmental stage (human potential emphasis), and the content generalization is that individuals are unique in their potentialities, maturation, and developmental rates. (CSS)

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FAMILY STUDIES I

Course Objectives, Content Analysis

Supporting Objectives and Content Generalizations

Compiled by Sharon McKenzie
Editor - Dr. Joan Martin
San Diego State University

August 1977

CE 017 688

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Curriculum material in this publication represents a further step in the ongoing process of curriculum development in the Consumer and Family Studies program of the San Diego Unified School District.

Curriculum development undertaken by the district in the early 1970's focused on meeting the demands of Part F, Consumer and Homemaking Education section of the Vocational Education Amendments of 1968. Curricula was designed by teachers to add a consumer focus to courses with special consideration given to the contributions of ethnic groups and to economically depressed areas. Students, parents, administrators and consumer-homemaking advisory committees contributed suggestions and evaluations during the development and use stage of curricula in clothing and textiles, foods and nutrition, child development, consumer education, family studies and housing.

Emerging student and societal concerns plus new program priorities from the 1976 Vocational Education Act provided the impetus for revision of these curriculum materials.

Subpart 5 of the 1976 Vocational Education Act defines consumer and homemaking education as an instructional program designed to prepare individuals for the occupation of homemaking and to meet the challenges of daily living. The program encompasses consumer education, foods and nutrition, family relationships and parenthood education, child development and guidance, housing and home management (including resource management) and clothing and textiles.

Family Studies I represents that part of a consumer and homemaking program focusing on individual and family development, parenting and the daily tasks of living in a family setting. Curriculum materials for this course were

initially developed by Jane Stein and Joan Madden in 1971-72 and revised by Lois Quiett in 1974. Sharon McKenzie, in the summer of 1976, reviewed the course for its relevancy to Subpart 5, student need and current and projected societal concerns. Some objectives remained the same, others were revised and new ones added during this review. The material was further developed and edited by Dr. Joan Martin, project advisor and editor.

Focus of the revisions centered on adding objectives that addressed elimination of sex bias, contributions to families and society from various cultures and special concerns of handicapped individuals. The consumer education and career education emphasis developed in earlier editions of the course remained. The curriculum material from the Bureau of Homemaking Education, California State Department of Education, Curriculum Design for Consumer Education and Maximizing Human Potential--plus the guidelines for Subpart 5 served as references for the curriculum reviewers.

The format of the Family Studies curriculum material differs somewhat from previous district publications in Consumer and Family Studies. To facilitate use by teachers and students in planning, managing and interpreting the course, the traditional teaching-learning sequence publication has been divided into two parts. This publication--Course Objectives, Content Analysis, Supporting Objectives and Generalizations--represents the first part of the total curriculum revision. The publication includes the major course objectives, a content analysis detailing the subject matter inherent in these objectives, and selected supporting objectives and content generalizations developed from the analysis of the course objectives/content.

The objectives are coded to the major emphases of the Consumer and Family Studies program in the district -- Consumer education [C], Cultural awareness [CA],

Human potential (including sex stereotyping and bias emphasis [HP] and Career education [CE]. A grid is included to summarize and show quickly how each course objective relates to these four emphases.

The second state of the revision will incorporate the objectives and generalizations with new and revised teaching strategies and support material for the learning experience section of the Teaching-Learning Sequence in Family Studies. Evaluation items and FHA/HERO suggested activities will also be added.

Teachers are encouraged to use the new publication with the existing Teaching-Learning sequence in Family Studies until the second stage is published. For the most part, the main points of the content analysis correspond to the units or areas identified in the existing guide. Learning experiences can be selected that are consistent with the revised objectives. Teachers may also request additional learning experiences from the Computer Retrieval System.

Project Advisors

Aina Summerfelt

Jane Stein

Joan Martin, editor

RELATIONSHIP BETWEEN OBJECTIVES AND DISTRICT/STATE EMPHASES

Family Studies Topical Outline of Course Objectives	CONSUMER EMPHASIS															HUMAN POTENTIAL													CAREER CULTURAL	
	Consumer			Marketplace					Community							Self and Others			Tradition & Change					Interdependence Independence			Future			
	Life styles	Resources	Decision making	Earning	Spending	Saving	Borrowing	Buying	Economy	Community services	Rights and protection	Law and protection	Environment	Media	Behavior	Interpersonal skills	Group behavior	Change	Family	Roles	Dating and mate selection	Life cycle	Life span issues	Stress	Support systems	Future	Parenthood	Career	Cultural awareness
1.0 Self Understanding								X						X	X	X				X								X	X
2.0 Values	X				X			X						X		X			X	X	X		X					X	X
3.0 Decision making and problem solving			X		X			X							X	X			X	X			X					X	
4.0 Life styles	X			X								X				X		X	X	X						X		X	X
5.0 Families		X							X	X			X	X	X			X	X	X		X	X	X	X	X		X	X
6.0 Developmental tasks of adolescence and early adulthood	X	X												X	X			X		X		X				X		X	X
7.0 Dating and mate selection					X	X	X	X							X	X		X	X	X	X					X			X
8.0 Marriage	X	X	X	X	X	X	X	X		X			X		X	X		X	X	X		X	X	X	X		X	X	X
9.0 Parenting	X			X						X			X		X				X	X				X	X	X	X	X	
10.0 Marriage dissolution	X			X								X			X			X	X	X				X	X		X		
11.0 Middle years		X		X		X				X					X			X	X	X		X				X	X	X	
12.0 Later maturity	X	X			X						X				X	X		X	X	X		X	X	X	X	X			X
13.0 Career opportunities		X													X					X						X		X	

FAMILY STUDIES

RATIONALE

The progress or regress of society depends in part on the future of families throughout the world. The high divorce rate, child abuse, increased alcoholism and suicide rate point to upheavals in the family setting. This course is designed to help students study the family as it exists in day-to-day living and to aid them in understanding themselves in relation to their present and future family life.

The occupation of homemaking -- management of resources, multiple role of homemaker-wage earners, changing roles of men and women in assuming homemaking responsibilities, effective parenting skills, the needs of the aged and consumer and career influences on the family -- is a major emphasis. An awareness of the cultural contributions individuals and families offer to society and the issue of sex stereotyping and bias are integral parts of the experiences provided learners within the course.

A goal of the course is to help the student examine the responsibilities and satisfactions that are part of living in families and gain an increased understanding of the role families play in the social, economic and emotional health of society.

Course Description:

Family Studies is a one-semester course designed to provide older teenagers an opportunity to examine their roles as creators and managers of tomorrow's homes and family life. Emphasis is placed on growth in self-understanding and increasing competence in meaningful interpersonal relationships.

COURSE OBJECTIVES

A predetermined percentage of students will demonstrate ability to:

1. Identify factors involved in developing an understanding of self and others and relate these factors to individual values, goals, needs and wants.
2. Examine value relationships in interpersonal relationships, mate selection and family living.
3. Apply decision making skills to individual, family and group situations.
4. Examine traditional and contemporary life styles for men, women and families.
5. Analyze functions of the family and interpret effects of socio-economic conditions, cultural and environmental factors on present and future families.
6. Interpret major developmental tasks of adolescence and young adulthood.
7. Analyze issues and choices inherent in dating and courtship patterns of contemporary society.
8. Assess factors involved in establishing a marriage and family.
9. Interpret basic concepts of parenting related to early development of children.
10. Describe factors contributing to divorce and identify stress situations associated with divorce.
11. Analyze tasks and changes facing individuals during middle years of life.
12. Interpret physical, psychological, social and financial adjustments that must be made by the aged.
13. Describe career potentials within the family-helping professions.

Course Goals

Achievement of the objectives will help students:

1. Develop an awareness of the uniqueness of the family as a place for individual development and transmission of culture.
2. Comprehend the interrelationships between families and society.
3. Become aware of the impact of the future on individual and family values and practices.
4. Accept themselves as worthy individuals, recognize their values and goals and choose lifestyles that accurately reflect their self-perception.
5. Achieve satisfying interpersonal relationships within home, among peers and with other groups.
6. Use the skills of problem solving and decision making to make satisfying decisions regarding courtship, marriage and family living.
7. Plan wisely for marriage and establish a satisfactory environment for children they may wish to have.
8. Handle stress in everyday life.
9. Use community support systems to strengthen individual and family development.
10. Appreciate the richness that comes from cultural diversity.

In addition to Family Studies I, Family and Consumer Studies departments provide other opportunities for students to develop cultural, human potential, consumer, parenting, and personal skills through the following courses.

1. Child Development I
2. Parenting I

FAMILY STUDIES

Content Analysis

1.0 Self-understanding

- 1.1 Uniqueness of individuals
  - 1.11 Human potential
    - 1.111 Strengths and weaknesses
    - 1.112 Developmental tasks
  - 1.12 Maturation rates
  - 1.13 Environmental, cultural and heridity influences
  - 1.14 Physical handicaps
- 1.2 Satisfaction of basic needs
  - 1.21 Psychological and physical needs
  - 1.22 Factors affecting
    - 1.221 Cultural emphasis
    - 1.222 Physical handicaps, emotional handicaps
  - 1.23 Influence on career choice
- 1.3 Self-perception
  - 1.31 Influences by others
  - 1.32 Stereotyped reactions
    - 1.321 Sexual
    - 1.322 Handicapped - physical
  - 1.33 Influences upon consumer practices
  - 1.34 Cultural input
- 1.4 Identification and acceptance of roles
  - 1.41 Contributions to self-worth
  - 1.42 Influence by outside factors
  - 1.43 Changes throughout life
  - 1.44 Cultural background influences/expectations
  - 1.45 Influence on consumer behavior
- 1.5 Emotions
  - 1.51 Basic human emotions
  - 1.52 Defense mechanisms
  - 1.53 Feelings of inadequacy
  - 1.54 Cultural influences on emotional expression
- 1.6 Behavior
  - 1.61 Learned behavior
  - 1.62 Interdependence in peer groups
  - 1.63 Approaches to studying behavior

2.0 Values

- 2.1 Factors motivating behavior
  - 2.11 Needs, wants, values, attitudes
  - 2.12 Relationship to individual, groups, society
- 2.2 Values -- definition and clarification
  - 2.21 Value definition
  - 2.22 Relationship to facts, standards
  - 2.23 Influence on time, money, energy expenditures
- 2.3 Development of a value system
  - 2.31 Sources of values
    - 2.311 Socialization process
    - 2.312 Influences by media
  - 2.32 Multicultural value appreciation
  - 2.33 Changes in values
  - 2.34 Stages of value development
- 2.4 Values and interpersonal relationships
  - 2.41 Commonly held values
  - 2.42 Interpretation of values
    - 2.421 Expression of values
    - 2.422 Bias by individual values
  - 2.43 Effect of interpersonal relationships
    - 2.431 Determining conduct
    - 2.432 Defining expectations
    - 2.433 Basis for judgments
- 2.5 Value conflicts
  - 2.51 Contributing factors
  - 2.52 Consequences
  - 2.53 Communication processes
- 2.6 Values and goal setting
  - 2.61 Personal
  - 2.62 Family
  - 2.63 Career

3.0 Decision making and problem solving

- 3.1 Rationale for decision making
  - 3.11 Life style
  - 3.12 Influence of values, needs

3.2 Decision making process
- 3.21 States in decision making
  - 3.211 Identifying problem
  - 3.212 Examining known alternatives
  - 3.213 Discovering new alternatives
  - 3.214 Gathering information of possible consequence of alternatives
  - 3.215 Selecting and acting upon an alternative
  - 3.216 Evaluating action
  - 3.217 Accepting responsibility for action

3.3 Complexity of decisions
- 3.31 Interrelated and interdependent
- 3.32 Multiple effects of micro-macro decisions
  - Individual (career, family)
  - Social (economic, energy)

3.4 Group decision making
- 3.41 Open communication
- 3.42 Negotiation skills
- 3.43 Conflict management

4.0 Life Styles

4.1 Factors affecting life styles
- 4.11 Values held
- 4.12 Cultural, social, economic factors

4.2 Types of life styles
- 4.21 Single living
  - 4.211 Before marriage
  - 4.212 Never married
- 4.22 Group living
  - 4.221 Traditional communal
  - 4.222 Emerging group living styles

4.3 Changes in traditional family patterns
- 4.31 Single parents
- 4.32 Divorced single
- 4.33 Displaced homemakers
- 4.34 Serial monogamy
- 4.35 Living together

5.0 Families

5.1 Functions of families
- 5.11 Traditional
- 5.12 Contemporary
- 5.13 Family life cycle
- 5.14 Similarity and differences among cultural groups

5.2 Factors affecting change in families
- 5.21 Sex roles
- 5.22 Social, economic and environmental conditions
- 5.23 Geographical mobility

5.3 Interpersonal relationships with families
- 5.31 Common patterns
- 5.32 Effect of communications
- 5.33 Effect of management practices
  - 5.331 Money
  - 5.332 Energy, time

5.4 Family stress situations
- 5.41 Stress conditions
  - 5.411 Predictable
  - 5.412 Unpredictable
  - 5.413 Community resources

6.0 Developmental tasks of adolescence and early adulthood

6.1 Developmental tasks
- 6.11 Adolescence
- 6.12 Early adulthood
- 6.13 Basis for developmental tasks
  - 6.131 Biological
  - 6.132 Psychological
  - 6.133 Cultural
- 6.14 Cultural biases
- 6.15 Recurrent and non-recurrent tasks

6.2 Self-identification
- 6.21 Need for self-identity
- 6.22 Personal resources
- 6.23 Factors influencing
- 6.24 Peer and non-family groups

6.3 Pressures upon adolescents
- 6.31 Consumer
- 6.32 Social
- 6.33 Academic/occupational

7.0 Dating and mate selection

7.1 Dating patterns
- 7.11 Reflective of social change
- 7.12 Relationship to developmental tasks
- 7.13 Committed and uncommitted

7.2 Interpersonal relationships in dating
- 7.21 Types of love
- 7.22 Social standards

7.3 Mate selection
- 7.31 Factors influencing
- 7.32 Cross cultural

7.4 Engagement period
- 7.41 Purposes
- 7.42 Marriage success predictors
- 7.43 Areas of compatibility/conflict
- 7.44 Marriage agreements
  - 7.441 Legal aspects
  - 7.442 Traditional
  - 7.443 Emerging

8.0 Marriage

8.1 Teenage marriage
- 8.11 Potential for success
- 8.12 Early pregnancies
- 8.13 Financial concerns
- 8.14 Parental acceptance and support

8.2 Common areas of adjustment
- 8.21 Money
- 8.22 Sexual relationships
- 8.23 Family and friends
- 8.24 Communications
- 8.25 Role expectations
- 8.26 Career and home management

8.3 Family planning
- 8.31 Techniques
- 8.32 Environmental issue
- 8.33 Changes in family relationships
  - 8.331 Financial
  - 8.332 Career roles

9.0 Parenting

9.1 Prenatal development
- 9.11 Care
- 9.12 Environmental influences

9.2 Pregnancy and childbirth
- 9.21 Physical and psychological changes
- 9.22 Methods of childbirth

9.3 Exceptional child

9.4 Basic development of children
- 9.41 Normal infant growth and development
- 9.42 Normal toddler growth and development

9.5 Battered children

9.6 Alternatives to biological parenthood
- 9.61 Adoption
- 9.62 Foster children
- 9.63 Stepparenthood
- 9.64 Single parents

9.7 Single parents

9.8 Childless marriages

10.0 Marriage dissolution

10.1 Factors leading to

10.2 Possible consequences

11.0 Family life cycle: middle years

11.1 Developmental tasks

11.2 Interrelatedness of tasks
- 11.21 Adult children
- 11.22 Elderly parents

11.3 Career changes

11.4 Leisure time

11.5 Finances

12.0 Family life cycle: later maturity

12.1 Adjustments to aging
- 12.11 Physical
- 12.12 Psychological
- 12.13 Social

12.2 Housing
- 12.21 Types
- 12.22 Community services

12.3 Youth and aged

12.4 Dealing with death
- 12.41 Attitudes
- 12.42 Financial decisions
- 12.43 Cultural views
- 12.44 Support systems

13.0 Career opportunities

13.0 Job potential

13.2 Personal qualities

13.3 Education requirements

Suggested time sequence:

1.0	Self understanding	4 weeks
2.0	Values	
3.0	Decision making and problem solving	
4.0	Life styles	
5.0	Families	2 weeks
6.0	Developmental tasks of adolescents and young adults	1 week
7.0	Dating and mate selection	7 weeks
8.0	Marriage	
9.0	Parenting	
10.0	Marriage dissolution	1 week
11.0	Family life cycle: middle years	2 weeks
12.0	Family life cycle: later maturity	
13.0	Career opportunities	1 week

FAMILY STUDIES I

COURSE OBJECTIVES, SELECTED SUPPORTING OBJECTIVES AND CONTENT GENERALIZATIONS

1.0 Identify factors involved in developing an understanding of self and others and relate these factors to individual values, goals, needs and wants.

OBJECTIVES	CONTENT GENERALIZATIONS
1.1 Identify own developmental stage. [HP]	Individuals are unique in their potentialities, maturation and developmental rates.
Examine examples of factors that influence self-development. [HP]	Environment, heredity, family and non-family groups and cultural factors help shape each individual.
Identify cultural and family influences that helped shape own development. [HP, CA]	Awareness of one's own "uniqueness" helps an individual build on strengths, and overcome, accept or cope with weaknesses.
Indicate an acceptance of cultural backgrounds different from own. [HP, CA]	Sensitivity to the uniqueness of others enhances personal relationships.
Describe compensations made by handicapped persons to maximize their strengths and handle disabilities. [HP]	
1.2 Examine basic human needs. [HP]	Personal psychological needs that appear in most human behavior theories are love, recognition, adventure and security.
Relate developmental stages to basic needs. [HP]	Research from Maslow, Erickson, Havinghurst and others suggests that human needs appear in a series of stages.

KEY:

HP = Human Potential emphasis
C = Consumer emphasis
CE = Career Education emphasis
CA = Cultural Awareness emphasis

OBJECTIVES	CONTENT GENERALIZATIONS
Describe ways basic human needs can be met at young adulthood and adulthood stage. [HP]	
Describe how peers, family members and others can help handicapped persons meet their basic needs. [HP]	Needs are met through interaction with others.
Locate examples showing how cultures differ in ways they meet human needs. [HP,CA]	Emphasis given to the satisfaction of basic needs varies among cultures.
	Needs are affected by the social environment in which one lives.
Identify own basic needs that could be satisfied through appropriate career selection. [HP, CE]	When a career choice leads to promoting a positive self-concept and helps meet basic needs, satisfaction in career and job choice is improved.
1.3 Accept that they will be perceived in various ways by others. [HP]	Individuals hold pictures of themselves developed from ways they see themselves and how they think others see them.
	Individuals react to others much as they perceive the others expect them to act.
Identify reasons for inaccurate perceptions of individuals and groups. [HP, CA]	The process of perception includes the observation, selection and interpretation of details based on personal experience.
Examine perceptions drawn from initial encounter with a person different from self -- handicapped, aged, culture. [HP, CA]	First impressions tend to resist change.
Display sensitivity to stereotyped perceptions of individuals and groups. [HP, CA]	
Examine influence of personal image on recent purchase. [C]	Consumer purchases are sometimes made to enhance the image individuals perceive others hold of them.

OBJECTIVES	CONTENT GENERALIZATIONS
1.4 Predict roles that might be assumed throughout lifespan. [HP]	Roles are behaviors expected of a person in a particular position at a particular life stage.
Explain how role expectations can influence occupational choice. [CE, HP]	Self-understanding involves awareness of the various roles available to one. Role expectation and role identification can change.
Identify cultures whose role expectations differ from own and examine how these expectations are reinforced. [CA]	Individuals are socialized to the behaviors and expectations that the culture determines to be appropriate. Understanding and knowledge of the role expectations of various subcultures are important to interpersonal relationships.
Identify ways sex role stereotyping is reinforced in the marketplace. [C]	Role expectations can influence and reinforce consumer behavior.
1.5 Identify selected displays of emotions and suggest defense mechanism actions that might result. [HP]	Response to basic emotions varies among individuals. Basic emotions - fear, anger, love Variations - frustration, anxiety, jealousy, hate, sorrow.
Identify personal handling of emotions that could aid or hinder success in a given career line. [CE]	When needs are not satisfied, individuals protect themselves through use of defense mechanism: Rationalization Projection Sublimation Regression Sensitivity to individuals' emotional reactions and defense mechanism aids interpersonal communication.
Compare ways emotions are expressed among various cultures and subcultures. [CA]	The degree to which outward expressions of emotions are displayed varies among cultures and social groups.

OBJECTIVES	CONTENT GENERALIZATIONS
1.6 Demonstrate problems of understanding others and experience feelings of being understood and misunderstood in various situations: cultural career generation difference handicapped [HP, CA, CE]	Understanding that behavior is learned is basic to understanding self and others. Becoming sensitive to the needs and values of others includes observing verbal and nonverbal behavior.
Describe ways interdependence with the peer groups aids in learning independence. [HP]	Self-understanding involves an awareness of the struggle for independence and the need for interdependence. Nonfamily groups continue the process of self-concept development, value orientation and socialization.

2.0 Examine value relationships in interpersonal relationships, mate selection, and family living.

OBJECTIVES	CONTENT GENERALIZATIONS
2.1 Describe major factors that motivate human behavior. [HP, C]	Human behavior is motivated by needs wants, values and attitudes.
2.2 Explain concept of values in relation to individuals, families, society. [HP,C]	Values are deep-seated individual and social beliefs which influence how individuals and groups act.
Distinguish between values, facts, standards, [HP,C]	Facts are tested statements of things as they exist. Standards stem from values and represent acceptable models which provide satisfaction to individuals/families/groups.
Identify values inherent in: consumer purchases interpersonal family situations career selections [HP, C, CE]	Values influence how time, money and energy (physical and emotional) are expended.
2.3 Interpret origin of values. [HP]	Values are acquired in the process of living from sources as: religious institutions family patterns peer groups cultural prescriptions society superstitions or customs
Examine impact of mass media on influencing values. [C]	Advertising, news reporting techniques and individual and family portrayals may influence value development.
Compare value systems of cultures and subcultures represented in school population. [CA]	Socialization is the process by which individuals acquire the customs and values of the surrounding culture. Individuals may hold different values because they were socialized at different times and in different cultures.

OBJECTIVES	CONTENT GENERALIZATIONS
Indicate an acceptance of values of a culture/group different from own. [CA]	Multicultural appreciation involves recognizing the cultural sources of one's values and understanding the values of a culture different from one's own.
Identify values which are more likely to change and those likely to be stable. [HP]	Life experiences may lead to a change in values. Values may change rapidly following individual, family crisis.
Predict values that might change as a result of physical disability, emotional trauma, terminal illness. [HP]	Values that remain constant tend to relate to spiritual, moral values.
Follow development of a specific value at each stage of the valuing process. [HP, C]	The valuing process includes stages of choosing freely, choosing among alternatives, choosing after consideration of consequences, prizing and cherishing, affirming, acting upon choice and repeating action.
2.4 Identify values persons in specified cultures, sub-cultures are likely to hold in relation to: interpersonal relationships marriage work women's and men's roles [HP, CE, CA]	
Identify ways individuals express values. [HP]	Values held by persons can be inferred through expression in behavior, beliefs, and attitudes. An individual's own value system can influence perception of others.
Examine values depicted by individuals in situations that are: dating oriented work oriented family oriented consumer oriented family oriented sex stereotyped oriented [HP, C, CE]	Values affect interpersonal relationships by determining how an individual will act, by enabling individuals to know what to expect of others and by serving as a basis for analyzing behavior of self and others.

OBJECTIVES	CONTENT GENERALIZATION
2.5 Describe values inconsistent in our attitudes and behavior. [HP]	Value conflicts may exist within a person.
Identify factors that contribute to value conflicts in interpersonal relations. [HP]	Conflicting values within interpersonal relationships may result from differing: social backgrounds intellectual backgrounds economic backgrounds sex status age
Infer potential value conflicts in situations involving: peer relations parent-teenager employer-employee married couple [HP, CE]	
Predict consequences of acting upon particular values. [HP]	Reflective examination of conflicting values occurs when consequences of acting upon one's values are formulated and evaluated in light of their consistency with personal satisfaction as well as their applicability to the total situation.
Suggest ways to improve comcumication regarding value conflict situations in: peer groups cultural differences employer-employee relations husband-wife [HP, CA, CE]	Communicating about how we communicate can lead to conflict management. Verbalizing values could decrease interpersonal conflict. Subcultural differences occur in the way people communicate verbally as well as nonverbally.
2.6 Examine personal, family, career goals for compatibility with values. [HP, CE]	Goals are more satisfying to individuals when values are used consciously as criteria for decision making.

3.0 Apply decision making skills to individual and family situations.

OBJECTIVES	CONTENT GENERALIZATIONS
3.1 Identify reasons for analyzing the decision making process. [HP, C]	Life styles may be developed by learning to make decisions based on accurate perception of one's own values and needs.
Describe relationships between values and decision making. [HP, C]	Understanding one's own values and needs is a first step in the development of decision making skills.
3.2 Apply decision making (or problem solving) process to solve problems in specified situations and to own behavior. [HP, C]	The decision making process involves identifying the problem, examining known alternatives, discovering new alternatives, gathering information on the possible consequences of alternatives, and then selecting and acting upon an alternative.
	Accepting responsibility for the action is part of the decision making process.
3.3 Examine recent major decision made by family for its present and future effect on each family member and on local and state institutions. [HP, C]	Major decisions have an effect on both present and future decisions.
Trace the connections from a single decision through its multiple effects on other individuals, institutions, groups, policies. energy transformation of recent consumer purchase unemployment and family relationships [HP, CE]	Decisions - both individual and social - are not made in isolation but are interdependent and interrelated. Current social concerns can be projected into the future.
3.4 Examine communication patterns in group decision making. [HP]	The effectiveness of group decision making is related to the openness of the communications among the persons involved.
Solve group problem by arriving at a consensus. [HP]	Group decision making includes either agreement on values and goals or the willingness to negotiate and reconcile differences.

4.0 Examine traditional and contemporary life styles for men, women and families.

OBJECTIVES	CONTENT GENERALIZATIONS
4.1 Identify ways personal values have shaped present life style and influenced future goals. [HP, C]	Life styles of individuals and families are shaped by the values they hold, decisions made and goals desired.
Describe some of the social, cultural and economic factors that influence present life style of self and others subcultures economic levels [HP, C]	Cultural, social and economic factors influence life styles of individuals and families: traditions and beliefs nonfamily groups income source and amount
Examine differences and similarities in the ways families from different cultures have shaped their life styles. [CA]	
4.2 Describe various types of life styles in contemporary society. [HP, CA]	The contemporary varieties of relationship patterns reflect the increasing number of persons who are divorced, single parents, remarried; persons who have never married; and childless marriages.
Identify positive and negative aspects of single living. [HP]	When cultural pressures to marry decrease, individuals are more free to defer marriage or to remain single.
Suggest ways young singles can meet in comunities of various sizes. [HP]	As individuals choose to delay marraige, new adjustment tasks are formed: meeting people housing companionship relocating career choices
Identify adjustment tasks facing young people who delay marriage. [HP, C, CE]	
Interpret sex role stereotyping associated with being a single female; single male. [HP]	

OBJECTIVES	CONTENT GENERALIZATIONS
Identify concerns faced by handicapped persons desiring independent living situations. [HP]	
Describe traditional and emerging patterns of group living. [HP]	Alternative family forms are not new. Communal living patterns existed historically in many cultures. Contract marriages and cooperative households are examples of current experimental family forms.
Identify consumer/legal problems encountered by participants in nontraditional group living situations. [C]	Legal rights of individuals living together without marriage are not yet clearly defined.
4.3 Infer advantages and disadvantages of alternative life styles for the involved individuals, children, other family members and society. [HP]	Various family types are emerging from changes in traditional life patterns: divorced singles single parents single adoptive parents serial monogamy cohabitation

5.0 Analyze the functions of the family and interpret effects of socio-economic conditions, cultural and environmental factors on present and future families.

5.1 Propose a broad definition for term "family" that includes basic functions families serve in society. [HP]	In all known societies, there is a recognized unit that assumes the functions of child bearing and rearing, regulation of behavior and economic support. Socialization process remains one of the major functions of the family.
Depict differences between traditional family functions and those of the contemporary family. [HP]	The family of the past assumed protective, educational, affectional, recreational, reproductive, economics and socializing functions. Contemporary families may decide how much of the traditional family functions they are able or desire to maintain.

	OBJECTIVES	CONTENT GENERALIZATIONS
	Describe traditional stages of the family life cycle. [HP]	The family life cycle common to most families is composed of the stages of family founding, childbearing, child rearing, child launching and empty nest. Emphasis on family functions varies with stages of life cycle.
	Propose how the family life cycle could look for contemporary families. [HP]	
	Compare ways various American families are alike and different: urban-rural social class ethnic [HP, CA]	A comparison of cultural groups within US reveals that some family functions and patterns are alike, some are different: social roles child rearing practices values
5.2	Describe factors contributing to social change. [HP, C]	American society contains many elements for rapid change including a common language, mass media, rapid transportation, geographic mobility, technological potential, and youth orientation.
	Explain historical and sociological changes which have affected female and male roles. [HP]	Roles are behaviors expected of individuals in a particular position during life stages.
	Critique the male and female roles transmitted by the mass media. [HP, C]	Socializing agencies such as the family, school, media, peer group may have different expectations regarding sex roles.
	Examine subcultural differences in sex role expectations. [HP, CA]	
	Identify changing role options in career choices for both sexes. [HP, CE]	Changes in stereotypes regarding acceptable sex roles broadens occupational options for both women and men.
	Determine ways to cope with conflict caused by increasing role options. [HP, CE]	Individuals' committment to their various roles may result in intrapersonal conflict.

	OBJECTIVES	CONTENT GENERALIZATIONS
	Predict impact changing roles can have on family functions. [HP]	Increasing options are open to families as role flexibility occurs.
	Project how changes in social values will affect the American family life styles and decision options. [HP]	Families are affected by the economic, state and social policies prevalent in the country: energy policies environmental issues limited consumption limited resources
	Identify ways families can react to changing environmental situations. [HP]	Adapting to change requires new learnings and may require a change in values. Possible, probable and preferable futures can be hypothesized.
	Describe issues families face in moving to a new community. [HP]	In a geographically mobile society, the relatively isolated family can develop new nonfamily ties.
5.3	Describe patterns of interpersonal relationships within families. [HP]	Patterns of interpersonal relationships vary among families. A common classification of interpersonal relationship is made according to authority patterns: democratic, autocratic, laissez-faire.
	Suggest ways to improve interrelationships in given situations. [HP]	Interpersonal relationships can be learned and involve the use of empathy, communication and perception skills.
	Identify principles useful in planning, controlling and evaluating household management. [HP, C]	Individual and family management practices can create stress on interpersonal relationships: money time energy
	Examine management practices of various families: size cultural group both spouses work [HP, C, CA, CE]	Household management includes decision making and the necessary organization of activities involved in the use of resources for defining and achieving goals of individuals and families.
5.4	Categorize various family stress situations as predictable or unpredictable. [HP]	All individuals and families will face stress situations.

OBJECTIVES	CONTENT GENERALIZATIONS
	Unpredictable stress situations include illness or accidents, job loss, emotional and legal divorce, alcoholism and other addictions, unwanted pregnancies and birth of handicapped children.
Explain relationship between periods of stress and role transition periods. [HP]	Predictable stress situations include those caused by major role transitions--independence from parents, school completion, marriage, birth of children, independence of children, career changes, menopause, retirement, aging, death.
Propose ways families can plan for role transition periods. [HP]	
Project impact unpredictable stress situations can have on a family and its immediate members. [HP]	
Describe ways families and friends can offer support during periods of stress. [HP]	Family and friends can provide support services when stress situations occur.
Identify community agencies that provide counseling and support for individual and family stress situations. [HP, C]	Both private and public community resources are available when individuals and families face stress situations.

6.0 Interpret major developmental tasks of adolescence and young adulthood.

OBJECTIVES	CONTENT GENERALIZATIONS
6.1 Contrast the developmental tasks of adolescence with those of early adulthood. [HP]	A developmental task is a specific task that is mastered at an appropriate time as a prerequisite to accomplishing tasks that follow. Erickson and Havinghurst present series of tasks associated with life stages.
Identify the biological, psychological and cultural base of developmental tasks in adolescence. [HP, CA]	Developmental tasks may arise from physical maturations, from pressures of cultural processes upon individuals, from the desires, aspirations and values of the emerging personality. In most cases, developmental tasks arise from combinations of these factors acting together.
Examine differences that may exist in developmental tasks among various cultures and subcultures. [CA]	Lists and descriptions of developmental tasks will vary from one culture to another and will depend upon the cultural values of the person who states them.
Identify which developmental tasks are recurrent, which nonrecurrent. [HP]	Certain developmental tasks are usually nonrecurrent--learning to walk, talk. Other tasks recur over time in varying but closely related aspects. Ex., age mates, sex roles, citizenship.
6.2 Identify common characteristics ascribed to adolescents. [HP]	Adolescents face the psychosocial task of achieving their own identity. They must become persons in their own right - persons in charge of their lives who know who they are.
Identify tangible and nontangible personal resources. [HP, C, CE]	Individuals possess a wide range of resources which can be tapped to help them develop their potential: time energy special abilities/personal qualities skills and knowledge health
Describe factors that influence self-identification during adolescent development. [HP]	Identification can be influenced positively and negatively by life experiences and by significant individuals.

	OBJECTIVES	CONTENT GENERALIZATIONS
	Describe the role peer groups and other nonfamily groups play in individual development. [HP]	Individuals are linked to society through either formal or informal memberships in groups outside the home. Such groups continue the process of self-development.
	Distinguish between groups that support and those that stultify development of individual potential. [HP]	Peer groups may act as positive or negative forces in individual development.
	Describe ways in which neighborhoods affect development of nonfamily group membership. [HP]	
6.3	Describe pressures upon adolescents stemming from societal and economic conditions. [HP, C]	Societal pressures and economic conditions can create confusion and conflict in an individual's development.
	Project effect unemployment and underemployment situations can have on developing goals and potentials of adolescents. [HP, CE]	Occupational choice and preparation traditionally has been a sure means of identity formation. Lack of an adequate replacement for work results in many adolescents having aimlessness and uncertainty about themselves.
	Propose activities that can help adolescents achieve self-identity. [HP]	
	Identify advertising techniques used to influence youths' consumer habits. [C]	Buying pressures are received from the economic system which recognizes the consumer potential of adolescents.

7.0 Analyze issues and choices inherent in dating and courtship patterns of contemporary society.

OBJECTIVES	CONTENT GENERALIZATIONS
7.1 Contrast dating patterns during various periods of history and in different cultures. [CA]	Dating practices have varied at different historical periods and among cultures.
Relate developmental tasks to dating. [HP]	The achievement of adolescent developmental tasks can be either enhanced or hindered by dating practices.
Distinguish between committed and uncommitted dating. [HP]	Uncommitted dating is a recreational process whereas committed dating is part of the mate selection process.
7.2 Explain characteristics of the various types of love. [HP]	Love may be defined in a variety of ways as: parental love sexual love infatuation platonic spiritual romantic intellectual
	Romantic love is a combination of realism and idealism, of friendship and sexual attraction.
Describe characteristics of a loving person. [HP]	The ability to love and to form meaningful and joyful relationships with others is learned.
	Human potential to love another depends in part upon early life experiences in being loved and in giving love.
	Love is ongoing, motivating, outgoing, sharing and realistic; it changes and grows.
Identify how social standards regarding sexual activity in dating have changed. [HP]	Individuals in contemporary society are expected to assume more personal responsibility for sexual behavior as society no longer has rigid moral conduct rules.

OBJECTIVES	CONTENT GENERALIZATIONS
Describe emerging marriage agreements or living arrangements. [HP]	The current experimentation with alternative family forms makes it necessary to broaden the concept of marriage and family: marriage contracts living together
Identify cost factors of time, energy and emotions in a variety of wedding ceremonies. [C]	Wedding planning and ceremonies may follow traditional patterns. Emerging wedding ceremonies allow for individual expressions of committment.
Identify special effects, rituals or customs that can be added to a wedding ceremony that reflect cultural heritage. [HP, CA]	
Compute financial costs of selected wedding styles and recommend ways to minimize cost. [C]	Financial aspects of weddings can be influenced by prestige factors, customs, expectations of others and often exceed financial ability to pay.

OBJECTIVES	CONTENT GENERALIZATIONS
Identify reproductive information needed to act in a responsible sexual manner. [HP]	An individual's value system influences decisions made in sexual relationships. Ignorance of sex information can lead to a spread of veneral disease, premarital pregnancy, guilt, shame and/or confusion and possibly an unhappy marriage.
7.3 Project how differences in age, race, social class, religion could affect mate selection. [HP, CA]	The importance placed on similarities or differences between two persons appears to have more effect on compatibility than the differences themselves.
Explain mate selection procedures in American subcultures. [CA]	People have greater freedom than previously to marry across cultural lines.
7.4 Identify purposes of an engagement period. [HP]	An engagement is a public commitment of two persons to each other. Whether formal or not, all couples need a period of time to consider both short range and long range compatibility.
Analyze marriage success predictors. [HP]	Age at marriage and motivation for marriage appear to be reliable factors in predicting whether or not a marriage will succeed. Additional factors which have been used in the past include the degree of approval by family and friends, length of acquaintance and the happiness of the parental marriages.
Examine factors of compatibility in areas of roles, finances, careers, religion and individual and family goals. [HP, C, CE]	Engagement period is one for testing compatibility in all areas of living.
Identify possible conflicts that could occur between individuals in sex role expectations, career committment and family planning. [HP, CE]	

8.0 Assess factors involved in establishing a marriage and family.

OBJECTIVES	CONTENT AREA
8.1 Predict interpersonal adjustments that would be more acute in a teen-age marriage than in a marriage contracted at a later age. [HP]	Early marriages mean taking on the responsibility for sharing another's life before one has the opportunity to explore one's own potential and determine future goals.
Draw implications from data on teen-age marriages and the impact of early pregnancy on marriage stability. [HP]	While chronological age is not a guide to maturity, evidence indicates a correlation between marriage at a young age and marriage instability.
Identify demands upon the teen-age couple when the role of parent is acquired: health status of mother housing finances emotional maturity [HP, C]	Premarital pregnancy reduces freedom of mate choice and may create role expectations beyond the individual's maturity level to perform adequately.
Compute financial status for selected teen-age couples. [C]	Financial problems may be compounded in an early marriage because of: interrupted education lack of adequate job skills medical expenses of pregnancy limitations on earning potential wants vs. means
Predict parental reactions to early marriage. [HP]	Acceptance and support of teen-age marriage varies with parental expectations and family background.
8.2 Propose workable solutions for adjustments during establishment stage of marriage: financial management sex relationships role expectations friends and in-laws individuality [HP, C]	The most common areas of adjustment for a married couple tend to be money, household management, personality, sex, role expectations, and time. One early marital adjustment is learning to agree on the balance of togetherness and separateness in marriage. Marital adjustments require time and effort on the part of both partners. Most married couples become part of a two or more family network.

OBJECTIVES	CONTENT GENERALIZATIONS
Demonstrate verbal and nonverbal communication skills in a selected marriage adjustment situation. [HP]	Communication between marriage partners means the exchange of feelings, attitudes, facts, beliefs and ideas, both verbally and nonverbally.
Identify cultural differences in the way messages are communicated and generalize on the problems these may cause in the establishment stage of an interracial or cross cultural marriage. [CA]	Individuals from various cultures differ in the way they communicate verbally and nonverbally.
Develop a family financial plan based upon personal and family values, goals, needs, wants and income. [C]	A couple's cost of living is based on their attitude toward money and materialistic goods, their needs and preferences, social pressure and the current standard of living in general. Financial security is measured in part by potential earning power, by the amount of money an individual earns and by what is done with that money. A comprehensive understanding of the principles of money management can assist a couple in their financial planning for the present and future. Many families have adequate income, but failure to distinguish between wants and needs prompts unrealistic spending.
Describe how financial needs vary with changes in the family's position in the life cycle. [C]	Each family's financial needs tend to differ and continue to change as they progress through the family life cycle.
Locate sources of help for families in financial difficulty. [C]	Specialists in financial planning are available through public and private agencies to help individuals and families with financial problems.
Clarify own expectations of husband's or wife's role in various household maintenance tasks. [HP]	Females and males are socialized to the behavior and expectations that their culture determine to be sex appropriate.

OBJECTIVES		CONTENT GENERALIZATIONS
	Identify cultural bias or role expectations in marriage in such situations as: wife/mother working husband/father child care [CA, CE]	
	Identify adjustments to be made and benefits that can be gained where multiple roles are demanded of individuals in a marriage. [CE, HP]	Living up to one's potential involves social interaction and continued personal growth. This may call for lifetime careers for both men and women.
8.3	Describe indicators of a couple's readiness for children. [HP]	Planning for parenthood includes assessing when one is emotionally, physically and economically ready to assume responsibility for a new human life. Assessing the marital relationship should preceed the decision to have children.
	Identify family planning techniques which are acceptable to own philosophy and culture. [HP]	Reliable family planning techniques are available for those who choose to plan a family.
	Examine the health side effects of contraceptive devices. [HP]	
	Relate family planning to world environmental concerns.	Family planning has become an environmental issue in an interdependent world.
	Describe the changes in lifestyle that occur with the first and each successive child: financial multiple roles career roles time management [HP, C, CE]	Planning for parenthood includes examining the effects of the process of childbearing on parents as well as children.

9.0 Interpret basic concepts of parenting related to early development of children.

OBJECTIVES	CONTENT GENERALIZATIONS
9.1 Describe type of prenatal care needed by pregnant woman to help insure birth of healthy baby. [HP]	Seeking prenatal care and information early tends to lead to a more satisfactory experience for both child and parents.
Identify environmental influences that can affect the child during prenatal development. [HP]	Increasingly, evidence suggests that the environment plays a major role in prenatal development: drugs alcohol nutrition
9.2 Contrast the amount of involvement of the father in various childbirth methods. [HP]	The experience of becoming a parent can be heightened when the pregnancy and birth are treated as a mutually shared experience.
9.3 Project the effects of birth of a handicapped child on parents and other family members and vice versa. [HP]	Parental attitudes toward a child with a handicap are important in the child's development. The presence of a child with a handicap affects all relationships within a family.
9.4 Describe expected growth and developmental characteristics of an infant; a toddler. [HP]	Through comprehension of the growth sequence, parents can better provide experiences and guidance to help maximize the potential of each growth phase while helping the infant-child prepare for subsequent stages.
Relate how the basic physical and psychological needs of an infant can be met. [HP]	The physical, emotional, social, sexual, and intellectual growth of infants and children are interrelated and depend on how well their needs are being met.
Identify parent-child interaction and appropriate activities for infant and toddler stimulation. [HP]	Infant stimulation techniques aid in social, intellectual and physical development. Experiences during the first three years of life lay the foundations for language, intellectual, and social development and curiosity.

OBJECTIVES	CONTENT GENERALIZATIONS
9.5 Identify stresses that could lead a parent to abuse a child. [HP]	The inability to understand and cope with a child's behavior and other stresses in life can be a factor in the adult becoming a child abuser.
Examine ways in which child abuse and neglect are revealed. [HP]	Many child abusers were themselves battered children, they lack appropriate knowledge of child rearing, and they have unrealistic expectations of children.
Locate sources of help for abused children and the adult abuser. [HP]	Community services agencies exist which offer help to both the abused child and abuser.
9.6 Describe alternatives a family has for adding children. [HP]	Alternatives to biological parenthood are: adoptive parents foster parents stepparenthood
Assess the present adoption picture and its implications for the future. [HP]	Fewer children are available for adoption today than in the past. Older children and children with handicaps are special problems and may be more available than infants.
Describe factors that could influence stepparent-step-child relationships. [HP]	Both similarities and differences exist in natural parent-child relationships and stepparent-step-child relationships.
9.7 Project difficulties that might be found faced by the single parent in areas of: child discipline sexual development of children child care housing adult social role influence on career finances [HP, C, CE]	Single parents may face the daily pressures of coping with children alone - without a support base or parental families.
9.8 Identify possible motivations behind a couple's decision not to have children. [HP]	Society is becoming more accepting of and exerting less pressure on couples who choose to remain childless.

10.0 Describe factors contributing toward divorce and identify stress situations associated with divorce.

OBJECTIVES	CONTENT GENERALIZATIONS
10.1 Identify factors in a marriage that could lead to divorce. [HP]	The major reasons for the increasing divorce rate can be found in economic, educational, and role expectations changes.
	The duration of interpersonal commitments appears to be changing.
Distinguish between the problems of divorce and those of desertion. [HP]	
10.2 Project impact of divorce on: self esteem of each partner financial level, present and future living arrangements children and other family members society [HP, C]	Consequences of divorce affect the life style of the formerly married individuals and remarried individuals and their kin.
Identify how parents can be sensitized to children's anxieties during and after a divorce. [HP]	Children often suffer from the trauma of divorce and the loss of emotional and financial security provided by the family unit.

11.0 Analyze tasks and changes facing individuals during middle years of life.

OBJECTIVES	CONTENT GENERALIZATIONS
11.1 Describe characteristic developmental tasks faced by parents in the middle years. [HP]	Most families go through a process of evolution from beginning as married couples through bearing and rearing of children and launching of children into adulthood and, finally, as elderly heads of three generation families.
11.2 Identify how the developmental tasks of parents in age range 40-60 interface with those of their children. [HP, CE]	While children are working on their own tasks of development, the parents generally have complimentary tasks.
Interpret parental responsibility for adult children. [HP]	Parents who successfully launch their children are those whose emotional lives are not dependent upon the children. Exaggerated interdependency factors prevent each generation from reaching potential.
Project ways individuals in middle years can cope with elderly parents. [HP]	
11.3 Identify ways to prepare a career homemaker (woman) for the world of work. [CE]	Adaptability and family support can help an individual during role transition periods.
Identify career stresses that might occur during middle years. [CE]	Career task for many people is not so much maintaining peak of prestige but that of achieving a flexible work role that is interesting, productive and financially satisfying. More individuals are facing mid-life career changes due to personal preferences, as well as to changing technology that makes their skills obsolete.
11.4 Examine leisure time and continuing education potential existing in community for middle age adults. [HP, C]	Previous leisure time habits may lose attractiveness to middle age people and new interests need to be developed.

OBJECTIVES	CONTENT GENERALIZATIONS
11.5 Investigate advantages and disadvantages of different financial retirement plans. [C]	In preparation for retirement, financial security can be arranged through personal income or through retirement programs: income property social security insurance tax sheltered plans annuities retirement plans stocks and mutual funds

12.0 Interpret physical, psychological, social and financial adjustments that must be made by the aged.

OBJECTIVES	CONTENT GENERALIZATIONS
12.1 Identify some of the physical limitations that can occur with the aging process. [HP]	The older person faces numerous changes which result from a combination of biological, psychological and sociological aspects of aging.
Describe psychological and social adjustments that are made in old age. [HP, C, CE]	Social changes have created role loss and social isolation for the elderly which hinder adaptations and adjustments to old age. Psychological adjustments include accepting: lowered income death isolated family acceptance of age loss of work identity
12.2 Contrast life styles available to the elderly living in various types of housing as: retirement hotels retirement communities single family dwellings nursing homes subsidized housing inner city, rural, suburban centers [HP, C]	Housing and transportation have increased psychological significance to the aging.
Assess community services available for the elderly in their own neighborhoods. [HP, C]	Loss of geographic mobility which decreases the life-space of the aging brings an increased importance to the role of service personnel and neighbors.
Identify specific needs of the elderly that should be met by homes for the aged. [HP]	Older persons differ in their needs, life styles and choice for a preferred age group. Physical disabilities and finances make it difficult for some aged persons to control their environment. Institutions are established to care for the aged. Evidence indicates some do a good job, others do not.

OBJECTIVES	CONTENT GENERALIZATIONS
12.3 Describe action young people can take to interact with the elderly.	Youth and aging have much to offer each other for they reinforce the continuity of life.
Identify organized movements by the elderly to influence public policy. [HP, C]	Older persons are forming political groups in an attempt to encourage more public action in support of the elderly.
12.4 Examine attitudes toward death at different ages: young middle age elderly [HP]	Adequate consideration of death and dying has been avoided in contemporary American society.
Identify decisions that must be made when a death occurs. [HP, C]	Emotional, social and financial decisions are faced in a death.
Compare costs of various types of funeral arrangements. [C]	
State reasons why and how women should be prepared for widowhood. [HP, C]	Life expectancy is longer for women than men. In all likelihood, a wife will survive her husband.
Investigate procedures for handling financial estates before death. [C]	Wills and trusts can be established to designate how estates will be disposed.
Examine cultural differences toward aging and death. [CA]	Attitudes and rituals associated with death and aging vary both within and among cultures.
Propose ways to incorporate an understanding and acceptance of death into early stages of the life cycle. [HP]	
Identify professional and nonprofessional resource people who can assist when a death occurs. [HP, C]	Peers, family members and professionals may be sources of support when death occurs.

13.0 Describe career potentials within the family helping professions.

OBJECTIVES	CONTENT GENERALIZATIONS
13.1 Identify possible career ladders in a selected profession related to the family. [C]	Occupations related to family, parenting and aging assistance are emerging as viable career lines: professional paraprofessional skilled
13.2 Identify kind and amount of education, skill and personal qualifications needed to succeed in various occupations related to the family. [C]	